

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2026 to 2027 year.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

School Overview

Detail	Data
School name	Henllys Church in Wales School
Number of pupils in school	181
Proportion (%) of PDG eligible pupils	11%
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	School Improvement Partner
PDG Lead	Headteacher
Governor Lead	Chair of Governors

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£17643
EYPDG	£0
Total budget for this academic year	£17643

Part A: Strategy Plan

Statement of Intent

Henllys Church in Wales School will support PDG eligible pupils through a broad range of intervention strategies and support provided by staff. This includes support for:

Literacy through catch-up literacy, corrective reading, P.A.T. and Nussy.

Numeracy through TEN-DD, spotlight maths and springboard maths.

Wellbeing through pastoral support from a Trauma Informed Schools and Emotional Learning Support Assistant.

Younger eFSM pupils will be supported to develop oracy skills through ELKLAN.

PDG eligible pupils will also be given the opportunity to lead aspects of school life through a broad range of Pupil Voice or Leadership groups e.g. Young Writers, Digital Leaders, School Council and Eco-Committee.

eFSM pupils will be given opportunities to develop their DCF skills through regular access to ICT.

eFSM pupils will also be given opportunities to learn through authentic contexts such as careers focussed topics, education visits and workshops.

Senior leaders will closely monitor progress of eFSM pupils made in the key areas of phonics, reading, spelling and maths and the effectiveness of the intervention provided.

Senior leaders will also closely monitor the wellbeing of PDG eligible pupils through pupil 'check ins', pupil surveys and PASS survey analysis.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils develop as 'ambitious, capable learners'. Article 29: Pupils have the right to an education that helps them to develop their skills and talents.	<ul style="list-style-type: none">• PDG eligible pupils make appropriate progress in LLC, maths & numeracy and DCF.• PDG eligible pupils close the gap they may have with non-eligible PDG pupils.
Pupils become 'healthy, confident individuals'. Article 12: Pupils have the right to be heard.	<ul style="list-style-type: none">• PDG eligible pupils have a say in what and how they want to learn (Pupil Voice).• PDG eligible pupils develop an understanding of how they can improve their work through Assessment for Learning and S.A.I.L.• PDG eligible pupils access a range of provision to support them with their wellbeing.• PDG eligible pupils experience leadership through our Pupil Voice leadership groups.
Pupils develop 'enterprising, creative contributors.'	<ul style="list-style-type: none">• PDG eligible pupils are given opportunities to learn about the world of work through a careers-based topics.• PDG eligible pupils are appropriately challenged to think

	independently and solve problems.
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Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above.

The grant is used to offset the cost of additional staffing to support our most vulnerable learners.

eFSM learners will have access to a broad range of literacy, numeracy and pastoral support from trained staff.

Progress of eFSM learners will be closely monitored to ensure the interventions are having a positive impact and that gaps in attainment are narrowed.

The wellbeing of eFSM learners will also be closely monitored to ensure they are ready to learn.

eFSM learners will be given opportunities to learn through authentic learning contexts such as educational visit and workshops.

eFSM learners will be appropriately challenged to think independently and solve problems e.g. Froebelian occupations.

Learning and Teaching

Budgeted cost: £ 14000

Activity	Evidence that supports this approach
Staff to work with eligible younger pupils to develop their oracy skills.	<ul style="list-style-type: none"> The development of appropriate speech and language is supported for younger pupils in our setting.
Staff to work with eligible pupils to improve standards in phonics, reading and spelling.	<ul style="list-style-type: none"> Focused phonics and reading sessions to improve phonics knowledge, word sight knowledge, vocabulary and comprehension skills. Gaps between reading ages and chronological ages are reduced and age standardised scores improve. Good progress from baseline assessments. Good progress in national test results.
Staff to work with eligible pupils to improve standards in numeracy.	<ul style="list-style-type: none"> Focused numeracy intervention sessions to improve number knowledge, skills and application to different situations. Age standardised scores improve in GL assessment. Good progress from baseline assessments. Good progress in national test results.

Staff to work with eligible pupils to improve standards in DCF.	<ul style="list-style-type: none"> Pupils DCF skills and confidence improve. eFSM pupils produce and manage their own digital portfolios.
Staff training in Froebelian occupations.	<ul style="list-style-type: none"> eFSM learners will be appropriately challenged to think independently and solve problems.

Community Focused Schools

Budgeted cost: £1000

Activity	Evidence that supports this approach
Subsidise activities for eligible pupils.	<ul style="list-style-type: none"> Equity for all learners. All pupils to be offered the same opportunities in line with the essential experiences offered as part of school curriculum. PASS surveys, pupil questionnaires, discussions following experiences and review of pupil learning have illustrated that all pupils report increased self-esteem, improved knowledge and skill development and progress in learning from starting points.

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £2643

Activity	Evidence that supports this approach
Staff to work with eligible pupils to improve wellbeing. Teaching assistants to run Pupil Voice groups.	<ul style="list-style-type: none"> T.I.S. and E.L.S.A. trained staff to work with vulnerable learners. Focused wellbeing activities improve attendance, behaviours for learning and engagement with the whole curriculum. PASS survey results for eligible pupils are positive ('green'). Pastoral support offered to all eligible pupils who with 'red' or 'amber' sections on the PASS survey. Pupil Voice members and action plans.

Total budgeted cost: £17643

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2025 to 2026 academic year.

Support staff were timetabled to deliver effective literacy and numeracy interventions to identified pupils. This resulted in the progress of eFSM being generally in line with non eFSM pupils:

- In GL assessment, the progress of our eFSM pupils was good as most pupils made above expected progress in maths and many made above progress in reading and spelling.
- Many eFSM pupils on reading intervention made good progress in their reading ages and closed the gap between their reading ages and chronological ages.
- All eFSM pupils on maths intervention made good progress in numeracy. They increased their percentage scores by at least 22%.
- All eFSM pupils in made satisfactory progress in phonics and reading the high frequency words. They will require further intervention next year to reach our agreed targets in phonics and reading and close the gap between eFSM and non eFSM pupils.
- Progress of eFSM pupils in the National Tests was broadly in line with non eFSM pupils in the reading (60%) and reasoning tests (67%) and slightly lower in the reasoning tests (53%).
- There was a significant uplift in the PASS survey results for our eFSM learners from November 2025 to June 2026.

eFSM pupils have benefited from the school successfully placing attendance at the heart of the its values and expectations. This was acknowledged in the schools Estyn report in June 2026:

‘Leaders work closely with staff, governors, pupils and families to build a culture where pupils feel valued, enjoy school and understand the importance of attending regularly. Through trusting relationships and a shared commitment to pupils’ well-being, leaders improved attendance significantly and reduced persistent absence. These improved rates of attendance mean that more pupils benefit from the full range of experiences the school provides.’

The gap between the attendance of eFSM pupils compared the non-eFSM pupils was significantly lowered from the Autumn term to the Summer term. From September 2025 to July 2026 the attendance of eFSM pupils was 92.9% compared to non-eFSM pupils which was 95.95%.

Externally provided programmes

Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.

Programme	Provider
Spelling Shed	EdShed
Nessy reading & spelling	Nessy
African drumming project for pupils in Y1 and Y2	Upbeat
Froebel training for staff	EAS & Pete Moorhouse
Residential trip	Gilwern

Further information (optional)

The school regularly obtains food parcels from a local church and offers them to eligible pupils and their families.

Pre-loved school uniform is also made available to low income families.

School regular dojo relevant information to support low income families including access to the Schools Essential Grants.

School harvest apples, vegetables and free range eggs etc. which are displayed in an honesty box at the main gate for families to help themselves to.

The school supports low income families by subsidising school trips and visits.

Atodiad B: Datganiad Strategaeth y Grant Datblygu Disgyblion

DATGANIAD STRATEGAETH Y GRANT DATBLYGU DISGYBLION

Mae'r datganiad hwn yn rhoi manylion ynghylch defnydd ein hysgol o'r GDD ar gyfer blwyddyn academiaidd 2023 i 2024.

Mae'n amlinellu ein strategaeth, sut rydym yn bwriadu gwario'r cyllid yn y flwyddyn academiaidd hon a'r effaith a gafodd gwariant y llynedd o fewn ein hysgol.

*Os yw'ch rhifau yn 5 neu lai, defnyddiwch * yn lle'r dyraniad er mwyn diogelu plant rhag cael eu hadnabod.*

Trosolwg Ysgolion

Manylion	Data
Enw'r ysgol	
Nifer y Disgyblion yn yr Ysgol	
Cyfran (%) o ddisgyblion sy'n gymwys i'r GDD	
Dyddiad cyhoeddi'r datganiad hwn	
Dyddiad y caiff ei adolygu	
Awdurdodwyd y datganiad gan	
Yn arwain ar y GDD	
Llywodraethwr sy'n arwain	

Trosolwg Cyllid

Manylion	Swm
Dyraniad cyllid GDD y flwyddyn academiaidd hon	£

Cyfanswm cyllideb y flwyddyn academiaidd hon	£
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Rhan A: Cynllun Strategaeth

Datganiad o Fwriad

Efallai y byddwch eisiau cynnwys gwybodaeth am:

- Beth yw eich amcanion yn y pen draw ar gyfer y disgyblion a gefnogir?
- Sut mae eich cynllun strategaeth bresennol yn gweithio tuag at gyflawni'r amcanion hynny?
- Beth yw prif egwyddorion eich cynllun strategaeth?

Canlyniadau a fwriedir

Mae hyn yn esbonio'r canlyniadau rydym yn anelu atynt **erbyn diwedd ein cynllun strategaeth presennol**, a sut y byddwn yn mesur a ydynt wedi'u cyflawni.

Canlyniad a fwriedir	Meini prawf llwyddiant
Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen.	

Gweithgarwch yn y flwyddyn academiaidd hon

Mae hyn yn rhoi manylion sut rydym yn bwriadu gwario ein GDD **y flwyddyn academiaidd hon** i fynd i'r afael â'r heriau a restrir uchod.

Dysgu ac addysgu

Cost wedi'i chyllidebu: £ *[nowch swm]*

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen.	

Ysgolion Cymunedol

Cost wedi'i chyllidebu: £ [nodwch swm]

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
<i>Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen.</i>	

Strategaethau ehangach (er enghraifft a lle bo hynny'n berthnasol, lechyd a Lles, Cwricwlwm a Chymwysterau, Arweinyddiaeth a Chodi Dyheadau)

Cost wedi'i chyllidebu: £ [nodwch swm]

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
<i>Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen</i>	

Cyfanswm cost y ceisiadau: £ [nodwch gyfanswm y 3 swm a nodir uchod]

Rhan B: Adolygiad o ganlyniadau'r flwyddyn academiaidd flaenorol

Canlyniadau'r GDD

Mae hyn yn rhoi manylion yr effaith a gafodd ein gweithgarwch GDD ar ddisgyblion ym mlwyddyn academiaidd 2022 i 2023.

Rhaglenni a ddarperir yn allanol

Dylech gynnwys enwau unrhyw raglenni a brynwyd gennych yn ystod y flwyddyn academiaidd flaenorol. Bydd hyn yn ein helpu i ganfod pa rai sy'n boblogaidd yng Nghymru.

Rhaglen	Darparwr

Gwybodaeth ychwanegol (dewisol)

Defnyddiwch y blwch hwn i rannu unrhyw wybodaeth bellach am eich strategaeth GDD. Er enghraifft, ynglŷn â chynllunio eich strategaeth, neu weithgaredd arall rydych chi'n ei weithredu i gefnogi disgyblion o aelwydydd incwm isel, nad yw'n dibynnu ar GDD.